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|  | **Overall Quality** | **Traits** |
| **6** | **A piece of writing which completely and properly evaluates two or more ideas and makes a clear declaration from such an evaluation.** | * Student uses a balance of showing and telling * Message/theme is clear to the reader and completely thought out * Piece of writing is well organized and on topic * Student captures a proper and consistent tone * Student uses a variety of verbs and sentence structures * Very few grammar and spelling errors are present in the piece of writing |
| **5** | **A piece of writing which successfully synthesizes multiple ideas to form one clear argument or idea of the student’s own.** | * Details are used to create images in the reader’s mind * Student had a definite message or theme in mind when writing * Student stays on topic and uses transition words as signifiers for the reader * Student holds a consistent tone in his/her writing * It is clear that student is not afraid to use a variety of words and sentence structures though may do so with some errors * Few grammar and spelling errors are present |
| **4** | **A piece of writing which analyzes multiple texts for meaning and theme while showing an overall competence in writing mechanics and conventions.** | * It is obvious that the student is aware of the need to create images for better audience understanding. * Student mostly stays on topic and uses traditional transition words (e.g. “first of all,” “second of all,” etc.) * Student uses unique elements of his/her personality of personal philosophy to enhance the piece of writing * Student uses a variety of in language with some errors which do not distract the reader from the overall message * Grammar and spelling errors are present but they do not distract the audience from the reader’s writing |
| **3** | **A piece of writing which applies learned strategies and formats to produce a piece of writing which does not extend past the baseline of the assignment.** | * Student uses examples or illustrations for the reader, but their relevance can be unclear to the reader * Student digresses from main topic periodically * Student produces formulaic writing absent of any discernable voice * Student relies on a set pattern of syntax * Grammar and spelling errors are present and distract the reader from completely understanding the writer’s main idea |
| **2** | **A piece of writing which exemplifies comprehension of the writing assignment but a limited understanding of what good writing for an audience is.** | * Student does not use clear examples or illustrations for the reader * Staying on topic is a problem for the student and no real organization of ideas is apparent * Student has poorly paraphrased and/or summarized others’ ideas * Student uses an unintentional repetition of words and sentence structures * Grammar and spelling errors distract the reader and make some parts of the writing indiscernible |
| **1** | **A piece of writing in which the student only displays a base knowledge of ideas without any appropriate context or meaning.** | * Student only lists ideas for the reader * No flow of ideas present * Student fails to cite others’ ideas * Student relies on linking verbs and an elementary sentence structure * Grammar and spelling errors make the piece unreadable for the audience |
| **0** | **A piece of writing which can labeled as any of the following: a restating of the writing prompt; a refusal to write; a piece of writing on a completely unrelated topic; a piece of writing in other language not asked for by audience** | |